DOCUMENT RESUME

ED 113 741 CS 202 327

AUTHOR	Yagle, Pamela D.
TITLE	Journalism Teacher Training.
INSTITUTION	Journalism Education Association, La Crosse, Wis.
PUB DATE	Nov 75
NOTE	12p.; Distillation of author's thesis, See ED 109 675
AVAILABLE FROM	Sister M. Rita Jeanne, Secretary/Treasurer, JEA, Sisters of Perpetual Adoration, St. Rose Convent, La Crosse, Wisconsin 54601 ($2.00 members, $4.00 nonmembers)
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	*College Programs; *Course Content; Course Descriptions; Degree Requirements; Higher Education; *Journalism; National Surveys; Program Evaluation; Secondary Education; *Teacher Certification; *Teacher Education
IDENTIFIERS	*Journalism Education

ABSTRACT

This study examines the quality of the education programs offered by colleges and universities preparing high school journalism teachers. Following a lengthy review of the literature dating to the 1920s, the results of a questionnaire survey on journalism education are reported. The questionnaire was mailed to 117 persons associated with journalism education and high school journalism instruction. The total number of respondents was 104 (89 percent) of the 117 who received questionnaires. Some of the conclusions were that 54 high schools (51.9 percent of the 104 responding) have departments or schools of journalism that offer one course in high school journalism and advising, the most common number of credit hours available in high school journalism-publications advising is three semester hours (five quarter hours), the majority of schools surveyed do not offer summer workshops in high school journalism-publications subjects, and more high school oriented journalism course offerings are being planned by many of the colleges and universities. (RB)

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Journalism Teacher Training

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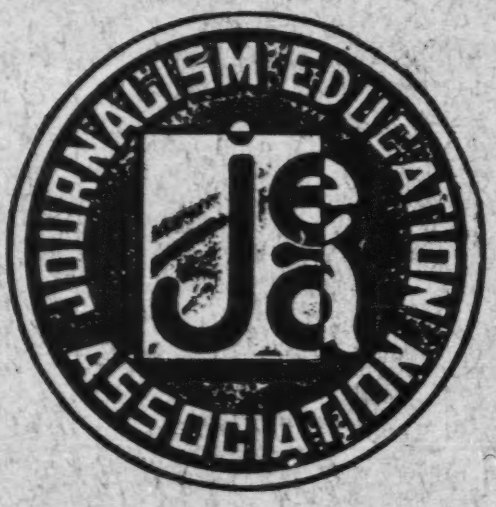

Booklet price:

Publication program -	free
JEA members	$2.00
Non-members	$4.00

CS 202 327

Publications Program

Issued November 1975
as part of the JEA
Publications Program

Journalism Teacher Training

by PAMELA D. YAGLE

REVIEW OF LITERATURE

Some university journalism teaching-advising programs in the United States have improved greatly since the 1920's, but it has taken the last 25 years to convince college administrators in general that journalism deserves to a department or school separate from English.[1]

Charles T. Duncan, dean of the University of Oregon School of Journalism in 1961, questioned the slow degree of improvement in journalism education programs by that year. He recognized a threat to job opportunities for skilled journalists in some media managers' policy of hiring unqualified communications employees who 'never took a journalism course in their lives, to say nothing of having majored in that field.'[2] Duncan voiced particular concern that inexperienced personnel generally sensed no handicap in journalism occupations even though they lacked such professional training.

The same weaknesses that occur when hiring untrained persons for media jobs can prevail in college. To prevent these weaknesses, the college should select former high school journalism teacher-advisers to teach the courses that prepare instructors for journalism teacher-adviser positions.

Duncan's dismay about employers hiring 'almost anyone' for demanding journalism bears notice at journalism schools throughout the United States.

Recent Significant J-Ed Studies

John W. Windhauser, Colorado State University instructor, and J. W. Click, Ohio University professor, have tried to propel the improvement of journalism teaching-advising programs. In 1971, they compiled data from 39 of 51 members (76 per cent) of the Association for Education in Journalism (AEJ) secondary school division and surveyed superintendents of public instruction in the 50 states and in the District of Columbia. The team then discovered that journalism certification guidelines in only 40 per cent of the states required publication advisers to complete a journalism minor (24 to 40)hours .[3] Additional data points out that 78 per cent of the 39 college AEJ members recommended an undergraduate journalism major for prospective secondary school journalism teachers; 68.5 per cent of the 39 AEJ members agreed that high school journalism instructors should have at least a journalism minor. Nearly all believed that

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The author, a former English and journalism instructor, possesses a BS in English education and a MSJ from West Virginia University. During four years at Keyser and Morgantown (West Virginia) high schools, many of her newspapers earned All-American and Medallist ratings.

Mrs. Yagle researched this topic because numerous student teachers had admitted to her that they were about to be graduated yet doubted their ability to teach journalism or advise publications. These future educators felt inadequately acquainted with journalism fundamentals after completing one college course 'in High School Journalism.' They were supposedly qualified to teach journalism, however, according to many state and college certification requirements.

This JEA publication is a distillation of the full thesis, *Journalism Teaching-Advising Courses at West Virginia University and 103 Other Schools*, which was presented to the faculty of the graduate school at West Virginia University in May 1975. Persons wishing more complete information on this manuscript should refer to the ERIC listing via the December 1975 Research In Education (RIE).

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a journalism educator's qualifications should include professional media experience and teaching ability. The AEJ members pointed to recommended courses in a second teaching major, in radio-TV, in English, and in speech. Subjects judged most essential for a future secondary school journalism teacher, in order of need, were copy editing, news writing, a survey of mass communication and society, newspaper makeup, feature writing and photography.[4]

Instructor standards in 1971 reflect more demanding teacher preparation than in 1965, when Robert J. Cranford accentuated the often inadequate awareness and training of journalism teachers. Cranford generally was disturbed by the misleading impressions that unqualified advisers could create in discussing journalism careers. To Cranford's dismay, advisers in 1965 did not need to meet special requirements. Thirty of 45 (66.7 per cent) of the states surveyed in that year still had certification policies requiring fewer than 15 hours of journalism credit for teachers-advisers. As of 1971, 25 or 51 (49 per cent) of the 50 states and the District of Columbia still did not require a journalism major or minor for future teachers. Only 19 (37 per cent) of the states and the District of Columbia demanded that high school journalism teachers earn a journalism major or minor for certification.[5]

Comparing 1965 and 1971 data, Windhauser and Click could identify only a few improvements among certification requirements, content of high school journalism courses surveyed, the number of majors and minors who had become journalism instructors, and state lists of journalism courses recommended for future sponsors.

Click and Windhauser note that the majority of the 490 high school journalism teachers responding in a 1972 survey of Ohio, Indiana and Pennsylvania held that the main goal of high school journalism is to produce publications.[6] However, Click and Windhauser acknowledge that other journalism studies completed by Gretchen Kemp in 1957, the Indiana Committee on High School Journalism in 1965, and Laurence R. Campbell in 1971[7] concur with 89.7 per cent of the AEJ secondary school division members who concluded in 1971 that the main purpose of such a course in the '70s is 'to make high school students intelligent consumers of the mass media.'[8]

Windhauser and Click have urged additional research in journalism education by stating:

Several writers have indicated that the high school curriculum must and will undergo drastic revision. Beyond finding out what high school journalism is like today, leaders and others interested in it should work to conceptualize and implement the secondary school journalism or mass communication study appropriate for the 1980s.[9]

Dr. William Dean, director of student publications at Texas Tech University, similarly has emphasized the importance of educating high school journalism teachers to 'writ, edit, and gather news.'[10] Having surveyed 100 high school journalism teachers, 87 high school principals, 54 college journalism deans and/or department chairmen, and 74 newspaper editors, Dean recognized two possible preservice training programs for secondary school journalism teachers: (a) a teacher certification program to assist college students who have a journalism major or minor teaching field, and (b) a limited courses approach to expose non-journalism majors in other teaching programs to several journalism courses.[11]

Instructors surveyed by Dean were greatly alarmed by the number of 'unqualified' advisers as of 1972. Those teachers responding who had begun journalism education careers as 'unqualified' advisers highly recommended required certification for advisers. Dean thus created a program and said:

It would seem to be in order to recommend that all states need to develop a definite teacher certification program for journalism teachers and publications advisers. Schools should not be permitted to merely give this responsibility to an unqualified person–just as they would not be permitted to have an unqualified person teach chemistry or math or direct the school choir.[12]

Early Proposals to Improve J-Ed Teacher Training

Despite this writer's emphasis on recent studies about journalism education, Windhauser, Click and Dean were not the first to propose purposeful high school journalism courses and bonafide training of journalism teachers.

Joseph S. Myers, director of the Ohio State University Department of Journalism in 1926, saw the need for improved instruction as he labeled college journalism teachers 'mostly men with comparatively little actual office experience.' Without condemning them, he noted:

Teachers of journalism should combine in proper proportions practical experience in newspaper work, knowledge of teaching practice and inspirational qualities. . .[13]

In 1928, Allen S. Will suggested that future college journalism professors (who would train future high school journalism advisers) 'be required to have five years of versatile experience on a newspaper or newspapers of high standing.'[14] He also acknowledged that textbooks could not compensate or substitute for unqualified teachers.[15]

George H. Gallup in 1928 recognized the rapid development of high school publications in the Midwest and on the West Coast during the second decade of the 20th Century. Gallup, however, attributed the great number of faults in these new newspapers to poor supervision (untrained teachers) and called for newspaper production to occur within a classroom atomosphere. He said:

Journalism has found a place in the high school curriculum. It is there to stay, in spite of those who still believe that it should be entirely extracurricular. During the early days of high school journalism, the work was entirely extra-curricular. But this plan has been abandoned because it does not work . . . journalism work, to be of value to students, must be carefully supervised. This is impossible in the case of extra-curricular journalism.

. . . Supervisors haven't the time outside their regular classwork to instruct students in the various phases of journalism. Students won't

take the time to learn these things themselves. The (extra-curricular) publication, instead of being the product of many students, is the product of three or four and, in not a few cases, of the supervisor alone. Publications put out under this plan are sloppy.

. . . a course of this kind is necessary to direct the efforts of the high school staff. Many schools have added courses in journalistic writing.

. . . The class . . . moreover, is open only to the students who have received the highest grades in previous English classes. Those who would undoubtedly profit much by learning to write in a clear and concise way are barred.

. . . Perhaps it would be a wise plan to urge all high schools to require a one-, two- or three-year course in the essentials of writing, journalistic writing, or call it what you will.

. . . Out of the course in journalistic writing has come the course in journalism, which is fast finding a place in the curriculum of the largest and in some of the smaller high schools. The fears of college professors, that high schools were stealing all of their thunder, have been proved groundless. [16]

Gallup then issued perhaps the first plea for reorganizing college journalism education teaching goals:

. . . the school or department of journalism, if it is to make the most of its opportunities, must go beyond the mere practices of journalism—it must deal more in ideas and less in techniques. [17]

The Continuing Need for High-Caliber J-Educators

Despite the logic of the above statement, journalism schools have not demanded the best students and the best faculty members long enough. As late as 1953, 40 of 115 journalism instructors at teachers' colleges admitted to Louis Inglehart, now a Ball State University journalism professor, that they were 'not qualified to teach journalism.' Seven among the 115 confided that they had no training background whatsoever for their positions.[18]

As late as 1972, according to Frank Deaver, only 207 of 553 junior colleges (37 per cent) employed journalism teachers with the equivalent of college journalism majors (considered 30 semester hours in Deaver's survey). At least 112 other journalism instructors among the 553 schools (20 per cent) had had no academic training in journalism. The latter figure included only those faculty members who specified 'no hours' of training. Those who left the answer blank would have increased the percentage if they had been counted.[19]

Advisers, by nature, are destined to cope with change, and it seems reasonable that increased soul-searching followed the 1960 era of student protests, underground newspapers, and censorship court cases, such as *Tinker vs. Des Moines Independent School District* in 1969. [20] From this case, advisers and administrators became aware that

. . . students in school as well as out of school are persons under the Constitution . . . (and) do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. [21]

Journalism teachers thereafter became more vocal about sharing their problems and concerns, and press association-sponsored 'help hotlines' encouraged an open, conscientious attitude toward journalism teaching problems.

Certain sponsors have learned how to prevent frequent student-teacher clashes, and Robert L. Tottingham, University of Wisconsin at Madison, has labeled them 'catalytic' advisers. Such persons activate reactions among their staff members without entering too much into each publication decision [22] and are understandably rare. Although it is difficult for beginning advisers to know how to be catalytic (i.e. when to let students experiment with their own ideas), more high school journalism teachers each year are learning to delegate editorial responsibility to their students.

METHOD

Four major experiences led this researcher to become more curious about college courses offered for future journalism teachers-advisers throughout the United States: four years of teaching high school English and journalism, supervision of five student teachers, reading scores of magazine articles about the task of sponsoring high school publications, and serving one year as a graduate teaching assistant in 'High School Journalism' at West Virginia University.

A questionnaire was mailed to 117 persons associated with journalism education and/or high school journalism instruction in the country. The January 1973 *Journalism Educator* [23] and the 1973 Newspaper Fund *Guide to College and Graduate Courses Especially for High School Journalism Teachers and Publications Advisers* together provided a list of schools presumably offering practical courses for future and current advisers. This writer says 'presumably' because several respondents admitted that courses in the two guides have been defunct for years.

The total number of respondents was thus 104 (89 per cent) of the 117 which reportedly provided high school journalism-publications advising courses. Fifty-six instructors (48 per cent) responded to the June 28, 1973 mailing of a three-page questionnaire by the first deadline, July 25, 1973. Thirty-six additional instructors increased the response to 92 (78.6 per cent) by the second deadline, August 22, 1973. Twelve other instructors answered the survey by the final deadline, January 25, 1974.

Tabulation of data from the questionnaire was completed by using the Statistical Analysis System on the West Virginia University computer. Single- and multiple-frequency calculations were analyzed by forwarding input control cards to SAS. These cards determined which variables were to be analyzed and in which fashion. The resulting statistics allowed this researcher to report the status of high school journalism courses today at the 104 schools.

SURVEY RESPONSES

Respondents in 104 colleges and universities who evaluated their reasons for having or not having high school journalism courses represent 38 states and the District of Columbia. California leads with 12 schools. Texas follows with 9, and Indiana and Oklahoma, with 6 each.

Fifty-four schools (51.9 per cent of the 104 ressponding) have departments or schools of journalism that offer one course in high school journalism and advising; twenty-three (22 per cent) provide two such courses, while twelve (11.5 per cent) offered no courses in the subject during 1973-74. Nine (8.6 per cent) schedule three courses each year, while one provides four. Surprisingly, five departments have five or more courses.

The most common number of credit hours available in high school journalism-publications advising coursework at 91 schools responding is three semester hours or five quarter hours. (All credits based on the quarter hour system are converted in this study to semester-hour equivalents.)

Leading in the number of credit hours in journalism education at one school is a college in Oklahoma, which scheduled 32 hours in 1973-74. Other schools, listed by the maximum number of hours offered in their respective states are Florida, 17 hours; Michigan, 15; Iowa, 13; Wisconsin, 12; Iowa, 11; Arkansas, 11; Minnesota, 11; and Missouri, 11. All other schools reported two to ten hours in their high school journalism advising sequences during 1973-74.

The majority of schools surveyed do not offer summer workshops. Fifty-five colleges or universities (62.5 per cent of 88 responding) do not schedule such events, while 33 schools (37.5 per cent) consider them worthwhile. Sixteen instructors did not comment on the subject.

Among the 88 schools acknowledging at least one course in high school journalism or advising during the regular academic year, more than one half have 10 to 20 students in a class. Fifty-nine (67 per cent) of the schools thus have a reasonable teacher-pupil ratio. Seventeen schools (19 per cent) list one to nine students per class; three schools, 31-40 students; eight schools, 21-30 students; and one school 41-50 students. Sixteen schools did not specify the average class size.

With a total of 84 schools responding, the most popular book in departments or schools of journalism using only one text is *Scholastic Journalism* by Earl English and Clarence Hach. While six schools (7 per cent) prefer this book alone, 41 schools (49 per cent) use a number of texts and reference books. Among these are *Scholastic Journalism, Press Time* by Julian Adams and Kenneth Stratton, *Creative Communications* by Jan and Molly Wiseman, *Advising Advisers* by Carl H. Giles, *Teacher's Guide to High School Journalism* by the Indiana State Department of Public Instruction, *Journalism in the Mass Media* by Norman B. Moyes, et. al., *Yearbook Editing, Layout and Management* by C. J. Medlin, and *Interpretative Reporting* by Curtis MacDougall. Twenty schools (24 per cent) use other texts. Seventeen schools (20 per cent) use no texts.

Eighty-eight representatives stated that they either now have or are planning high school journalism courses. Fifty departments (57 per cent) offer a journalism education sequence at present. Fourteen schools (16 per cent) see the need for such a program but are prohibited by the budget from financing teachers' salaries and equipment costs. Fourteen instructors (16 per cent) say they are not interested in a program for future journalism teachers or have not had a call for it. Five schools (6 per cent) plan to create a journalism education sequence within the next year, and the same number (6 per cent) plan a program within the next five years.

Forty-eight schools indicated the specific number of hours in their journalism education programs. Twenty-five of these (52 per cent) have 21-30-hour programs; thirteen (27 per cent), 31 or more hours; six (12.5 per cent), 10-20 hours; and four, 1-9 hours. Two of the fifty schools with sequences did not report the specific number of hours.

Eighty-nine of the 104 schools stipulated the class rank requirements necessary for enrollees in high school journalism classes. One third (34 or 38.2 per cent) limit these courses to juniors and seniors. Other respondents are those 20 per cent who open their classes to freshmen through seniors. No doubt, these 18 instructors cannot expect all persons in the class to perform academically with the same proficiency; upperclassmen often complete additional or advanced assignments. A third group of respondents (11 or 12.4 per cent) restricts its high school journalism enrollment to juniors, seniors and graduate students. Many of these students thus complete other journalism courses prior to taking an advising or publications course.

Most schools with journalism education programs do not channel majors and non-majors into separate classes. More than half (52 or 59.8 per cent) note that all types of students enroll in one group to learn about journalism teaching-advising.

According to instructors of college journalism classes, knowledge of teaching procedures is assumed in many classes, but familiarity with journalism concepts is not. Ten schools (11.5 per cent) limit their advising courses to journalism education majors and minors, English majors and language arts education majors.

Altogether, 74 of 86 schools (86 per cent) answering another question stated that journalism majors and non-majors are registered for the same course. Only three schools (3.5 per cent) schedule journalism majors by themselves in teaching-advising courses.

Similarly, most schools do not have course prerequisites for journalism advising courses. Of 78 schools responding to the question, 34 have none. Because 26 school representatives did not respond, the author assumes that as many as 60 of 92 schools do not specify prerequisites for journalism methods students. However, 14 schools (18 per cent) do demand courses other than newswriting and editing prior to students taking high school journalism-advising. Twelve schools (15.4 per cent) require newswriting, editing and other courses.

Journalism education courses are required for student teachers majoring or minoring in journalism at

56 schools (65.1 per cent) among 86 commenting. Such courses, however, are not mandatory at 30 schools (34.9 per cent of those responding.).

Course Content Analysis

One could say that future advisers probably become familiar with the following in their training: newswriting, copyediting, proofreading, layout; yearbook layout, design and production; financing publications (budgeting); advertising; freedom of the press; censorship and libel; choosing a newspaper printer; creating a publications staff and assigning duties; evaluating student work (staff critiques and beat stories); publishing a newspaper (meeting deadlines and accomplishing related tasks); counting headlines for a newspaper and for a yearbook; and typography.

Individual unit frequencies indicate that students at 50 per cent or more of the schools responding learn about every unit listed in Table 1 except the news bureau, arranging a school picture plan, broadcasting (radio and/or television), current events reviewing techniques, and teaching mini-courses.

Table 1 Subjects Included in at Least One Journalism Education Course/School

Unit	Percentage of respondents who teach unit	Percentage of respondents who do not
English composition vs. journalism style	59.30	40.70
Newswriting, copyediting, proofreading, layout	95.40	4.60
Yearbook layout, design, and production	88.37	11.63
Financing publications (budgeting)	88.37	11.63
Advertising	87.21	12.79
News bureau organization	43.02	56.98 †
Photography (camera purchasing, taking, developing and printing pictures)	61.63	38.37
Freedom of the press, censorship, libel	88.37	11.63
Choosing a newspaper printer	80.23	19.77
Selecting a yearbook company (contracts, special offers, etc.)	74.42	25.58
Arranging a school picture plan	45.35	54.65 †
Selecting a text, visual aids, supplementary references	77.91	22.09
Organizing a subscription drive	52.33	47.67
Creating a publications staff and assigning duties	95.35	4.65
Evaluating students' work (staff critiques, beat stories)	80.23	19.77
Publishing a newspaper (meeting deadlines and accomplishing tasks)	90.70	9.30
Counting headlines for a newspaper or a yearbook	80.23	19.77
Broadcasting (radio and/or television)	39.54	60.46 †
Typography	80.23	19.77
Current events reviewing techniques	27.91	72.09 †
Constructing unit assignments, quizzes and tests	59.30	40.70
Teaching mini-courses	24.42	75.58 †
Visiting current journalism teachers, taking field trips	54.65	45.35
Writing a course of study for a semester or for a year	58.82	41.18
Classroom simulation of adviser's problems	56.98	43.02

† Units which most schools or departments of journalism do not offer as part of their journalism education curricula.

Professor Evaluation of Student Abilities

Respondents classified their journalism education students into four main groups by answering the open-end question, '*Briefly express your opinion about the caliber of students that enroll in journalism education courses and the type of course workload which they are expected to perform.*'

Thirty-one high school journalism or advising instructors (43 per cent of 72 responding) said that their students were 'generally good' or 'average' students. Twenty-seven persons (37.5 per cent) categorized their students as 'superior,' 'very good,' or 'above average.' Seven (9.7 per cent) labeled their students 'weak,' 'poor,' 'fair,' or 'below average.' Another seven (9.7 per cent) considered their journalism teacher candidates members of a 'poor to superior' assortment.

Excerpts from professor comments perhaps best describe the caliber of students in journalism education classes. Opinions range from highly complimentary to disappointed evaluations. More provocative ones follow; within some remarks are notations about courses taught at certain schools.

We get good journalism students mainly because of a strong high school journalism program in the state. We expect our teachers to be working professionals or teachers when they graduate. **Central State University, Edmond, Oklahoma.**

Most of them are graduates who are in public education. Their caliber is high. A combination of the professional and theoretical (mass media in society) approaches is used. **Anonymous.**

Not always school's best. **Southern Illinois University, Carbondale, Illinois.**

We have had many high school publications sponsors who have little real journalism background. They know how to get the publications out but lack fundamental knowledge of good journalistic methods and principles. **Arkansas State University, State University, Arkansas.**

We have a mass communications department which includes journalism, radio, TV and film, but Kentucky only certifies teachers in journalism. Therefore, journalism students and others are all in the class, and journalism students are generally better prepared. The class is basically a methods and materials orientation. **Western Kentucky University, Bowling Green, Kentucky.**

These seem to me to be better students in the College of Education, quite strongly motivated. We emphasize problem-solving experiences in addition to some research. **University of Minnesota, Minneapolis, Minnesota.**

Our journalism education students probably rank in the upper one third of our journalism majors–a high caliber student. **Iowa State University, Ames, Iowa.**

Education majors taking the journalism concentration take almost the same curriculum that School of Journalism majors take. Generally, they aren't as capable (as journalists), and often, the best ones forego teaching to become practicing journalists. **University of Kansas, Lawrence, Kansas.**

The caliber is high since most of the students are highly motivated teachers who are retraining. **Moorhead State College, Moorhead, Minnesota.**

. . . what kind of journalism indoctrination is being given to prospective high school teachers? My own feeling is that three separate but somewhat inter-related areas are involved: traditional journalism content, mass media content, and communication or mass communication content.. . .

I have an idea that many, if not most, high school journalism courses are taught along the traditional lines. I do know that a few high schools in our six-county Greater Tampa Bay area are experimenting with senior courses in Mass Media or Communication–courses which either replace the traditional Senior English course or the traditional journalism course. Nearly all journalism textbooks, however, are traditional in approach (Spears, Hach and English, Hartman, Arnold-Krieghbaum, Adams and Stratton, etc.) and have a newspaper journalism approach, often with a chapter nod to the yearbook and magazine. The only one I know of which departs from the tradition is Jan and Molly Wiseman's Creative Communications: Teaching Mass Media. **University of South Florida, Tampa, Florida.**

(Students in journalism education) tend to be somewhat on the weaker side. **Texas A & M University, College Station, Texas.**

It's not likely we would accept these (journalism education majors, journalism education minors, language arts majors in education, and all other education majors) in high school journalism classes, for a strong background in journalism would be required to put together the journalism teaching units, etc., students have to deal with in their assignments... It actually works out as having only majors and minors in the class. . . .

I believe the caliber of students in journalism education has declined over the past three or four years. It is a feeling, but I have no documentation to prove it. The better journalism students seem to stay away from this sequence since jobs have become scarce and go into news-editorial, broadcasting, advertising, PR, etc. Some of our poorer writers seem to end up in journalism education. **Northern Illinois University, DeKalb, Illinoi**

Excellent students (take high school journalism). **University of Southern California, Los Angeles, California.**

High caliber students (accept the) heavy workload required. **South Dakota State University, Brookings, South Dakota.**

(I teach) quite a few English majors who got 'stuck' with publications in their new jobs. **Anonymous.**

Our school publications course is offered only about once every three to four years and attracts few students then. We have tried to interest high school publication advisers in taking the course with little success. **Northeast Louisiana University, Monroe, Louisiana.**

Majors and non-majors (are) in a combined class, 'but this is a bad academic situation.' **East Carolina University, Greenville, North Carolina.**

We have had few of our own majors going into secondary education because of the rigid state requirements. For the most part, the English majors take it because they have to for certification and come in with almost no prior knowledge of the subject matter one is trying to teach them to teach! However, there have been some recent exceptions. We are also finding that a number of these students have gone into high school publications work, are enjoying it, and are doing well.

The thing that is obviously wrong with Indiana is the stiff requirements for J-majors and the less requiring standards for English majors. However, the whole secondary program is under study and that may change. **St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Indiana.**

Professor Evaluation of College High School Journalism Instructor Abilities and Past Experience

A variety of reasons led 79 instructors (92.9 per cent) to state that they feel qualified to teach college high school journalism classes. Among these reasons are past teaching experience, directing university summer journalism workshops, and newspaper reporting or other media experience. One six professors (7 per cent) responding in 1973-74 doubted their professional ability to fulfill such journalism teaching assignments. Nineteen of the 104 instructors surveyed did not respond to this question.

This researcher finds it paradoxical that 79 feel qualified to teach future high school journalism advisers, yet almost one half of them admit they had not worked with actual high school journalism students before taking their college jobs.

Of 87 instructors discussing high school journalism teaching, 59 remarked how previous secondary school experience had or had not affected their ability to teach future advisers. Thirty-six (61 per cent) agreed that high school publications assignments had prepared them for handling their respective college positions more effectively. On the other hand, 23 persons (39 per cent) said that their current positions were not positively or negatively influenced by high school teaching experience or lack thereof.

Data from related teacher-oriented questions further define the type of journalism education personnel responding to this researcher's survey. Table 2 provides still another comment on the relationship between professors' qualifications and the corresponding number of years which each has taught journalism on the secondary, rather than on the college level. Surprisingly, the largest percentage, 30 persons, or 28.9 percent, answered 'yes (they feel qualified to teach high school journalism in college)', but indicated that they have not taught high school journalism in high school.

Table 2

College Instructor Self-Analysis of Competence to Teach J-Ed and Corresponding Years of Secondary School Service

Attitude of professors: yes = feel qualified or no = do not feel qualified.	Number of professors who share the same feeling	Number of years which the same teachers have served as high school journalism instructors	Per Cent
Blank	14	Blank	13.46
Blank	3	0 years	2.88
Blank	1	1-5 years	0.96
Blank	1	16 or more	0.96
Yes	3	Blank	2.88
Yes	30	0 years	28.85
Yes	24	1-5 years	23.08
Yes	13	6-10 years	12.50
Yes	5	11-15 years	4.81
Yes	4	16 or more	3.85
No	6	0 years	5.77
Total	104		100.00

Table 3

Years of Secondary School Service Among College J-Ed Instructors

Years taught in high school journalism	Number of professors who so responded	Per cent
0 years	39	44.8
1-5 years	25	28.7
6-10 years	13	14.9
11-15 years	5	5.8
16 or more years	5	5.8
Totals	87	100.0

APPENDIX A

Comparison of High School Journalism Certification Requirements, 1965 and 1971

	Cranford's 1965 findings for 45 states	1971 findings of the same 45 states reported by Cranford	1971 findings of 50 states and the District of Columbia
English certification plus 5 to 12 journalism semester hours	5	6	6
English certification plus 5 to 12 journalism hours or journalism minor	3	3	4
English certification plus a journalism minor	0	1	1
Language arts major with 5 to 15 semester hours of journalism or a journalism minor	0	2	2
English certification only	5	0	0
Journalism major	1	1	1
Journalism major through an approved teacher education program	2	1	1
Journalism major or minor	3	13	13
Journalism minor of 15 to 24 semester hours in journalism	6	2	2
10 to 14 journalism semester hours	1	3	3
Fewer than 10 journalism semester hours	1	1	1
General secondary certification	0	1	2
No specific journalism certification requirements	18	11	15
Total number which required less than 15 hours of journalism for certification	30	21	25
Total number which required more than 15 hours of journalism for certification	15	24	26

APPENDIX B

Teacher Certification Program -- Major Recommended Hours: Responses by Percentages Favoring

Hours	Teachers	Principals	Chairman	Editors
6	1	1		
9			2	3
12	2		2	3
15	1	4	5	7
18	6	9	9	12
21	2	19	2	9
24	30	7	28	29
27	1	4	7	3
30	24	26	34	22
33	3	4	2	3
36	11	12	7	7
39	7	4		
42	3			
45	4	4		
48		1		
51	4	1	2	2
56		1		
60	1	3		

APPENDIX C

Teacher Certification Program

Proposed Skills: Responses by Percentage Favoring

	Teachers			Principals			Chairmen			Editors			Combined		
	Required	Recommended	Omitted	Required	Recommended	Omitted	Required	Recommended	Omitted	Required	Recommended	Omitted	Required	Recommended	Omitted
1. Advertising	65	32	3	40	58	2	27	71	2	30	62	8	44	52	4
2. A-V materials, use of	28	55	17	39	51	10	15	60	25	12	54	34	27	53	20
3. Business (bookkeeping)	24	53	23	20	63	17	6	40	54	2	30	63	16	49	35
4. Camera techniques	53	46	1	34	63	3	26	72	2	17	67	16	35	60	5
5. Career opportunities	17	73	10	16	63	21	49	45	6	49	43	8	29	58	13
6. Darkroom techniques	36	54	10	22	60	18	17	66	17	12	55	33	24	58	18
7. Editing (copyreading, proofreading, headline writing, layout)	99	1	0	90	7	3	98	2	0	90	8	2	94	5	1
8. History of journalism	36	59	5	29	62	9	45	53	2	50	45	5	38	56	6
9. Magazine & yearbook layout	68	33	0	62	37	1	50	48	2	39	53	8	58	40	2
10. Newswriting	98	1	1	96	2	2	98	2	0	95	5	0	97	2	1
11. Printing procedures (offset, letterpress)	48	50	2	35	62	3	41	57	2	27	59	14	39	56	5
12. Public relations	30	65	5	48	44	8	6	57	37	17	49	34	29	54	17
13. Radio, TV announcing	10	68	22	23	51	26	8	45	47	11	48	41	13	57	30
14. Radio,TV newsgather.	25	63	12	22	65	13	21	56	23	25	53	22	24	60	16
15. Reporting	95	5	0	81	19	0	96	2	2	89	8	3	90	9	1
16. Specialized writing (editorials, features)	91	9	0	86	14	0	64	30	6	41	54	5	75	23	2
17. Typography	54	45	1	37	51	12	34	66	0	32	60	8	42	53	5

FOOTNOTES

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